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ABSTRACT

A study applied and evaluated an inservice model for teacher education based on Alderian techniques. Subjects were 24 elementary school teachers, in a southwestern metropolitan city, who volunteered for an inservice program. Teachers in this experimental group were matched to teachers in a comparison group on the basis of age range, sex, experience range, and school grade levels taught. Study treatment consisted of seven weekly meetings, each one and one half hours in length. During these meetings the model was presented in three phases: (1) theoretical and conceptual aspects, specific topics including "school and society" and "understanding human behavior"; (2) cognitive application, specific topics including "goals of child rearing and education" and "democratic techniques of classroom management"; and (3) utilization and practical application of the knowledge acquired, including the presentation of eight different methods of classroom management. Analyses of the pre-test data indicated that the experimental group and the control group were comparable. In pre-post analysis the teachers in the experimental group showed significantly greater gains in knowledge, understanding, and application of the Alderian Inservice Model, and greater positive change in their perception of selected students' behavior, than did the teachers in the comparison group. (Author/JMK)

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Adlerian Classroom Management: An Inservice Model

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ADLERIAN CLASSROOM MANAGEMENT: AN INSERVICE MODEL
ABSTRACT

The intent of this study was to apply and evaluate an inservice model based on Adlerian techniques. The experimental group consisted of teachers at an elementary school who volunteered for an inservice program. Teachers in the experimental group were matched to teachers in the comparison group on the basis of age range, sex, experience range, and school grade levels taught.

The treatment consisted of seven weekly meetings, each one and one-half hours in length. During these meetings the model was presented in three phases: theoretical and conceptual aspects, cognitive application, and utilization and practical application of the knowledge acquired.

Analyses of the pre-test data indicated that the experimental group and the control group were comparable. In pre-post analysis the teachers in the experimental group showed significantly greater gains in knowledge, understanding and application of the Adlerian Inservice Model, and greater positive change in their perception of selected students' behavior, than did the teachers in the comparison group.

ADLERIAN CLASSROOM MANAGEMENT: AN INSERVICE MODEL

There is almost universal concern among teachers about the breakdown in their ability to control classes, to exert leadership and, in many instances, simply to teach. Thus more and more is being written about the need for increased control and at the same time for increased individualization of instruction.

One of the fundamental reasons teachers have problems with discipline is they ignore the psychological dynamics of the learning process.

Applying techniques to specific misbehaviors does not take care of the problem. Teachers need to understand not only the cognitive and affective aspects of the child but also the child's dynamic interaction which creates disruptive responses in classrooms. Understanding the dynamics of the whole child is a critical factor and is the first step in operationalizing strategies that will be effective.

Methods

The intent of this study was to apply and evaluate an inservice model based on Adlerian techniques.

Sample

An elementary school in a metropolitan city in the southwest, was selected as the target school for this study.

The subjects (N=24) for the study were teachers at the selected elementary school who volunteered for the inservice program. A

comparison group of teachers (N=24) was drawn from several elementary schools in the same area which were comparable to the target school.

Procedures

An attempt was made to match as many teachers as possible in the experimental group to teachers in the comparison group on the basis of age range, sex, experience range, and school grade levels taught. It was not possible to match all the teachers who volunteered in the target school with members of the comparison group according to the set criteria, however, unmatched teachers remained in the inservice program in order to approximate the standard selection pattern for such a program.

Since the proper application of this model was of critical importance, three counselor-consultants were selected on the basis of experience and demonstrated competency in working with this model.

A three phase process consisting of seven weekly meetings of an hour and thirty minutes each was developed for this study. The first phase involved the presentation of conceptual and theoretical aspects of the Model. Specific topics included in this phase were "School and society" and "Understanding human behavior."

The second phase addressed the cognitive application of the theoretical and conceptual aspects to specific classroom behaviors. Specific topics included in this phase were "Goals of child rearing and education" and "Democratic techniques of classroom management."

The third and final phase was the utilization and practical application of the knowledge acquired in phases one and two, to actual situations in the teachers' classrooms.

Phase 1

Session I School and Society

1. Historical perspective
2. Need for the development of new traditions of adult-child relationships

Session II Understanding human behavior

1. Influence of Freud and Psychoanalytic movement
2. The Individual Psychology of Alfred Adler, an alternative psychological point-of-view

Phase 2

Session III Goals of Child rearing and Education

1. Social interest
2. Social competencies
3. Three life tasks

Session IV Democratic techniques of classroom management

1. Effect of discouragement
2. Effect of encouragement
3. Teachers' role in discouraging children
4. Teachers' role in encouraging children

Phase 3

Session V Specific methods of classroom management

1. Goal disclosure
2. Natural consequences
3. Logical consequences
4. Group discussion
5. Problem-solving techniques
6. Democratic classroom organization
7. Role-playing
8. Sociometric devices for group organization

The teachers were assigned to participation groups according to school grade level taught: primary (1-3) intermediate (4-6) and junior high (7-8). Each group was led by one of the counselor-consultants. The comparison group did not receive any treatment during this time.

Measurement

Three instruments were used in the study: one to evaluate the teachers' conceptual understanding, one designed to measure the cognitive application of the Adlerian Model, and one to tap the utilization of this knowledge in real life situations.

The first instrument was the Behavior Concepts Inventory: Education Model, which consisted of 50 items based on Adlerian Psychology.

The second instrument was the Inventory of Selected Student Behaviors containing 50 items which measured the ability to apply the

theoretical content of Adlerian Psychology to simulated classroom situations.

The third instrument was a modified version of Alstyne's Winnetka Scale for Rating School Behavior and Attitudes.

One week prior to and one week after the treatment the three evaluative instruments were administered to both the experimental group and the comparison group. Each teacher in the experimental and comparison groups was asked to select five children in his/her classroom who exhibited "disturbing" behaviors. These children were then rated on the modified Winnetka Scale. In the experimental group, these children's behavior was the focus of inservice discussion and study.

Hypotheses

The following hypotheses were drawn.

1. Teachers in the experimental group will show significantly greater gains in their knowledge and understanding of the Education Model than will the teachers in the comparison group, as measured by the Behavior Concepts Inventory: Education Model.

2. Teachers in the experimental group will demonstrate significantly greater gains in their ability to apply the understanding of the Education Model to practical classroom situations than will the teachers in the comparison group, as measured by the Inventory of Selected Student Behaviors.

3. Students selected by teachers in the experimental group will be perceived as showing more positive improvement in classroom than the students selected by those in the comparison teacher group, as measured by the modified form of the Winnetka Scale for Rating Behavior and Attitudes.

Results

Pre-Test Analyses. In order to determine whether there were differences in the pre-test scores of the experimental and comparison groups, both the Wilcoxon and the t-test were used. The results of the two-tailed pre-test analyses for both the Behavior Concepts Inventory and the Inventory of Selected Student Behavior showed no significant differences between the two groups.

Pre-Post Analyses. In order to determine whether the experimental group showed greater gains in knowledge, understanding and application of Adlerian Inservice Model than did the comparison group, an analyses was made of the pre-post gains. The data indicated that the experimental group demonstrated significantly greater gain scores than did the comparison group at the .005 level.

The Winnetka Scale for Rating School Behavior and Attitudes was used to measure the pre-post change in teacher's perception of selected student's behavior. Analyses were made for the differences in pre-post gain score for the following: (1) total change score, (2) subgroup change scores, and (3) individual item change scores. The Wilcoxon test was used to determine whether there were any significant differences in the pre-post gain scores. These analyses indicated

that the experimental group showed significantly greater score gains in both the total score and sub-group scores at the .005 level. (Table 1)

Table 1

Results of One-Tailed Wilcoxon Test for Difference in Score Gain Data for Total Score and Sub-Group Scores on the Revised Winnetka Scale

Test	N	T Value	P	Critical Value of T for P ≤ .005
Total	21	6	.005	43
Cooperation	20	0	.005	38
Social Consciousness	21	15	.005	43
Emotional Adjustment	21	23	.005	43
Leadership	21	22	.005	43
Responsibility	19	19	.005	32

The Winnetka Scale for Rating School Behavior and Attitudes was used to measure the pre-post change in teachers' perception of selected students' behavior. Analyses were made for the difference in pre-post gain score for the following: (1) total change score, (2) subgroup change scores, and (3) individual item change scores. The Wilcoxon test was used to determine whether there were any significant differences in the pre-post test gain scores. The data indicated

that the experimental group showed significantly greater score gains in both the total score and sub-group scores at the .05 level. (Table 2)

Table 2

Results of the Behavior Concepts Inventory and Inventory of Selected Student Behavior Pre-Post Data Using a One-Tailed Wilcoxon Test

Test	N	T value	P	Critical Value of T for P < .005
Behavior Concepts Inventory	20	10	.005	38
Inventory of Selected Student Behavior	21	19	.005	43

Discussion

The results of the statistical analysis of the pre-test data showed no significant difference between the two groups. Each hypothesis as originally stated was substantially supported by the different score comparison data at the high level of significance. The teachers in the experimental group did show significantly greater gains in knowledge, understanding and application of the Adlerian Inservice Model, and demonstrated greater positive change in their

perception of selected students' behavior than did the teachers in the comparison group.

The procedures used in this model were based on a holistic and humanistic approach to working with children that had specific behavioral interventions. It was not a simplistic "target-behavior" intervention model but a comprehensive approach to understanding the psychodynamics of children. It combined both a philosophical and perceptual view that considered the cognitive constructs of children's development and purposive behavior in their classroom milieu.

Although caution has to be exercised in not generalizing beyond this sample, the results suggest several implications for consideration.

The data indicate that this three phase inservice training approach is an effective method of providing teachers with new classroom management information. While teachers do have the ability to make accurate judgments about students, they are rarely provided with a systematic way of analyzing behavior. The Adlerian Inservice Model provides teachers with a systematic format for analyzing classroom behavior and methods for dealing with such behavior. The procedures used in AIM may be considered desirable for inservice programs dealing with children's behavior.

Inservice programs which include active participation by teachers are needed. Too often inservice programs are one day sessions where teachers are "talked to" without involving them in active participation. Further, these programs often grow out of what the administrators think teachers need rather than what teachers actually request.

This inservice program grew out of teachers' requests, and was structured to deal with problems arising in each participants' classroom, thereby insuring relevance and utility.

The model also provide opportunities to practice skills and to discuss results in subsequent sessions clarifying misconceptions and incomplete understandings. The consequences of the built-in relevance and opportunity to practice that the AIM approach provides are: greater teacher interest and involvement, fuller understanding of the model, and motivation to implement the model in the classroom. This model may provide an effective classroom management approach when training student teachers. It incorporates a holistic approach with specific techniques that student teachers can immediately implement. Such a model, incorporating experience and feedback may help displace both the trial-and-error methods now in use and the tendency of student teachers to emulate the ineffective traditional techniques of their own school experience. Given the urgent need for training teachers in workable methods of classroom management, the model's potential in this area should not be overlooked.

The findings also appear to have implication for counselors seeking group consultation techniques. With the expansion of the consultant role, this approach could provide the counselor with an effective format for reaching a larger number of teachers and students. Dinkmeyer's (1971) C-Group is in part validated by this study, since it does include some of the same concepts used in the three phases of this study.

Training in classroom management continues to be an acute need for teachers. Education can no longer afford one day inservice sessions where teachers are "talked to" without involving them in active participation or providing them with training that can be immediately put into practice. The Adlerian Inservice Model is an effective inservice program based on sound theoretical principles and provides teachers with practical behavioral intervention skills.